



Wild Horse Island State Park Indian Education For All Lesson Plan

Title

Peeled Trees Tell the Story

Content Area

Social Studies; Science

Grade level

7th-8th

Duration

2 Class Periods

Goals (Montana Standards/Essential Understandings)

Science Content Standard 3: Students demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.

Rationale: Students gain a better understanding of the world around them if they study a variety of organisms, microscopic as well as macroscopic. Through the study of similarities and differences of organisms, students learn the importance of classification and the diversity of living organisms. The understanding of diversity helps students understand biological evolution and life's natural processes (cycles, growth and reproduction). Structure, function, body organization, growth and development, health and disease are important aspects to the study of life. The study of living systems provides students important information about how humans critically impact Earth's biomes.

Benchmarks

Students will (4.) investigate and explain the interdependent nature of biological systems in the environment and how they are affected by human interaction.

Social Studies Content Standard 6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Rationale: Culture helps us to understand ourselves as both individuals and members of various groups. In a multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures and

societies. This understanding allows students to relate to people in Montana, tribes, the United States and throughout the world.

Benchmarks: Students will (1) compare and illustrate the ways various groups (e.g., cliques, clubs, ethnic communities, American Indian tribes) meet human needs and concerns (e.g., self esteem, friendship, heritage) and contribute to personal identity; and (4) compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in Montana.

Essential Understanding 1: There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.

Essential Understanding 3: The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral history beginning with their origins that are as valid as written histories. These histories pre-date the “discovery” of North America.

Introduction

The Salish, Pend d’Oreille and Kootenai tribes generally have occupied Wild Horse Island State Park—Kwelkani Mi in the Kootenai language—and the Flathead Lake region for at least 5,000 years (Travel Montana). The Salish- Pend d’Oreille Culture Committee says the time span is 9,000 to 15,000 years ago (S-PCC 2005, p. 8). Horses were probably kept on the island from the time of their introduction to the Northern Rockies in the early 1700s until the early 1880s, when the tribes were forced onto the reservation, now called the Flathead Indian Reservation. In the early 1900s the Allotment Act, or the Dawes Act, for the most part, took the island out of Salish-Pend d’Oreille and Kootenai tribal hands for the settlement of whites.

The Salish, Pend d’Oreille and Kootenai tribes also used Wild Horse Island and the Flathead Lake area generally for the harvesting of cambium, a nutritious food product found just under the bark of the Ponderosa pine and other conifer trees (S-PCC 2005, p. 26-27). The cambium is obtained by peeling away the outer bark to obtain the tree’s sweet cambium layer. Strips of cambium were rolled into balls and stored in green leaves to prevent drying, or were tied into knots to be eaten more easily.

Sometimes mistaken for scars resulting from forest fires, these peeled-cambium scars generally are found on mature Ponderosa pine trees, beginning about 3 feet from the base of the tree. Even though some scars are very large--up to 8 feet long and 2 feet wide, they do not harm the tree. Presently, there are 12 “culturally scarred” or peeled trees at or near the Skeeko Bay Landing site at Wild Horse Island State Park. These trees range in age from 90-200 years old.

Culturally scarred, or peeled, trees are found throughout the Flathead Lake area, generally. Fifty have been located within Glacier National Park (Whitacre). Today these trees are living guardians of an ancient story. They provide valuable information about travel routes and food resources during the time period when native tribes occupied this area. Culturally scarred, or peeled, trees are protected under the National Historic Preservation Act (Bitterroot National Forest).

The Journals of the Lewis and Clark Expedition include several references to peeled trees:

...saw where the natives had peeled the bark off the pine trees about this same season. this the indian woman with us informs that they do to obtain the sap and soft part of the wood and bark for food.

July 19, 1805, near the “gates of the Rocky Mountains” on the Missouri River, near Helena, Montana

I mad camp at 8 on this roade & particularly on this Creek the Indians have peeled a number of Pine for the under bark which they eate at certain Season of the year, I am told in the Spring they make use of his bark.

September 12, 1805, on Lolo Creek, in western Montana
Christine Whitacre



Photo: NPS & RMCESU

Ponderosa Pine (*Pinus ponderosa*). Scars are often visible on the trunks of large, centuries-old Ponderosa pine trees. In the Bitterroot Valley and its surrounding mountains, such trees stand as living testimony to the presence of Salish, Pend d'Oreille and Kootenai tribes, and other American Indians in the Flathead Lake area of northwest Montana more than a hundred years ago.

US Forest Service, Bitterroot National Forest,
“Plants of Historic Significance”

Overview

In this lesson students will explore the 9,000 to 15,000-year-old history of the Salish, Pend d'Oreille and Kootenai tribes now headquartered on the Flathead Indian

Reservation, Pablo, Montana. In addition, students will explore the relationship of natural environmental sustainability and food procurement through an investigation of “The Seasonal Cycle of Life” of the Salish, Pend d’Oreille tribes in the Northern Rockies region centered on the Flathead Lake/Wild Horse Island area. Students will demonstrate their knowledge of the contemporary history and cultures of the Salish, Pend d’Oreille and Kootenai tribes.

Materials or Resources Needed

Activities and Procedures

Class Period 1

1. Teacher will assign the students to read before class the article, *Historical and Cultural Overview of the Flathead Reservation*. The teacher may use computer and Internet technology to direct students to the NASA website where this document is found, or the teacher may make copies of the document and distribute it to the students (see Bibliography below).
2. Teacher will facilitate a full class discussion, using the following outline.
 - a. Location
 - b. Population
 - c. Land
 - d. Historical Background
 - i. Salish and Pend d’Oreille
 - ii. The Ksanka Band of Ktunaxa
 - iii. The Confederation of the Salish, Pend d’Oreille, and Kootenai Tribes
 - e. Government
 - i. Vision
 - ii. Mission

Class Period 2

1. Teacher should break the students in small groups of two or three each. Divide the book section titled, “The Seasonal Cycle of Life,” pages 24-32 in, *The Salish People and the Lewis and Clark Expedition* into 12 sections by the following topics—these are chosen in chronological order through the section, and each section is not more than a few paragraphs: (1) bitterroot; (2) groundhog; (3) camas; (4) pine barking peeling; (5) berry picking; (6) buffalo hunting; (7) mid-summer pow wow; (8) fishing—year round; (9) fall hunting; (10) fall-burning time; (11) early winter—trapping; (12) late winter—storytelling. Assign each of the 12 groups a topic, and have the students to read their respective sections before class. (The book may be purchased, or copies of the pages may be made in accordance with United States copyright laws—check with your librarian to determine the laws’ application for you. The publisher information is listed in the Bibliography below.)
2. Teacher, have the students break into their groups, and prepare a report to be given by the group to the class. Rubric:
 - a. The topic they are reporting on
 - b. Who participates
 - c. The time of year it takes place
 - d. What role does the topic play in the tribes’ culture—is it food, shelter, medicine, environmental management, spiritual (winter storytelling)?
 - e. List the health aspects of the activity.

Assessment

1. Students will review the following website and write a 500-word essay on the contemporary cultures of the Salish, Pend d'Oreille and Kootenai Tribes. The "Official Website of the Confederated Salish and Kootenai Tribes."
<http://www.cskt.org/sitemap.htm> Explore the entire website and report on the following topics: government, history, and the services and resources the tribes offer their members, and the tribal online newspaper, CharKoosta (URL: <http://www.charkoosta.com/pow.html>).
2. Using the blank map of Montana Indian Reservations, have the students label the Flathead Indian Reservation, and write a paragraph in their paper (a) describing one event provided by the tribes (hint: look in the "Events" section of CharKoosta), and (b) then provide directions to the reservation from their hometown. The Montana Department of Transportation Highway Map for giving directions is located at the following URL: <http://mt.gov/images/mapmontana.gif> Notice: (1) the map's size may be manipulated; (2) reservations are demarked with a yellow outline (hint: for finding Flathead, find Pablo, Montana).

Extensions (Online Materials and Teaching Aids) Bibliography

Eldridge, Anne. *Cambium Resources of the Pacific Northwest: An Ethnographic and Archaeological Study*. Department of Archaeology, Simon Fraser University, April 1982. Prepared for Internet Publication by Millennia Research Limited, March 2000
www.millennia-research.com/docs/cambium_paper.pdf

Madison, David. "Water, Water Everywhere," *Montana Outdoors*, May/June 2003. URL: <http://fwp.mt.gov/mtoutdoors/HTML/Articles/2003/FlatheadSP.htm>

McDonald, Tom and NASA Native Earth System Science Curriculum Project. "The Mission Mountain Tribal Wilderness." URL: http://www.anamp.org/nescp_curriculum/missionmountain.html

Montana FWP (Fish, Wildlife and Parks), Wild Horse Island State Park Website
http://www.fwp.mt.gov/lands/site_280179.aspx

NASA Native Earth System Science Curriculum Project. *Historical and Cultural Overview of the Flathead Reservation*. www.anamp.org/nescp_curriculum/pdf/FlatheadOverview.pdf

Swan Ecosystem Center and the Swan Lake Ranger District, Flathead National Forest. U.S. Forest Service Condon Work Center, "Ponderosa Pine Site." <http://www.swanecosystemcenter.com/ponderosa.html>

Tipton, Diane. "Wild Horse Island," *Montana: the Magazine of Western History*. Spring 2001. Helena, Montana: Montana Historical Society Spring 2001. URL: http://www.findarticles.com/p/articles/mi_qa3951/is_200104/ai_n8929645#continue

Travel Montana, Department of Commerce. "Flathead Indian Reservation," *Montana Indian Reservations*. URL. <http://montanagroups.com>

Travel Montana, Department of Commerce. "Flathead Lake State Park." Montana Kids Website. URL:
http://montanakids.com/db_engine/presentations/presentation.asp?pid=69&sub=Flathead

US Forest Service, Bitterroot National Forest. Plants of Historic Significance. URL:
http://www.fs.fed.us/r1/bitterroot/fwp/plants/historic_plants.htm

Whitacre, Christine. "Culturally Scarred Trees in Glacier National Park: Identifying and Documenting Culturally Scarred Trees within the Old-Growth Forests of Glacier National Park." National Park Service and Rocky Mountains Cooperative Ecosystems Studies Unit:
<http://search.yahoo.com/search?p=salish+peel+trees&toggle=1&ei=UTF-8&fr=FP-tab-web-t&vst=0&vs=www.forestry.umn.edu>